Lesson (1)
Explorer in action

Strategy
Critical thinking
Cooperative Education

Date :
Class :
Period:

Lesson objectives

By the end of the lesson the student will be able to:
• **Explain** how digital technology helps us in facilitating various tasks.
• **Explain** the key concepts of digital citizenship.
• **Describe** digital technology and gives some examples of it.

"Preface"
What different types of digital technology are used every day?

Accompanying activities

Take the students to the computer room and ask them the introductory question and then show them a video clip of the scientist William Tyner explaining the types of digital technologies he uses in various aspects of his work. I discuss with the students these types and how local communities can benefit from them.

View Lesson

William Tyner: Cultural anthropologist, technologist, and filmmaker
Advantages of using technology in a positive way:
• Helping people become successful digital citizens
• Digital communication helps people communicate with each other to exchange opinions and form good relationships
How digital tools help citizens:
• Payment of various bills and money transfers through applications
*Online booking of train, plane and bus tickets

Evaluation :
• How can governments use IT tools to help local communities?
• Solve the book's questions (page 12, 13)

Lesson (2)
Digital Citizenship

Date :
Class :
Period:

Strategy
Dialogue and discussion
Think, Pair, Share

Lesson objectives

By the end of the lesson the student will be able to:
- **Explain** what it means to be a digital citizen.
- **Explain** the basic concepts of digital citizenship.
- **Discusse** the use of ICT tools in an ethical, responsible and safe manner.

"Preface"
In your opinion, what does it mean to be a digital citizen?

Accompanying activities

Take the students to the computer room and ask them the introductory question and then ask each student to think about the question and write what he reached and then compare it with the colleague next to him and then share it with the group. With the presentation of the picture of the book that contains the nine elements that digital citizenship deals with, through which it is possible to deduce the characteristics of the digital citizen and what digital citizenship is.

View Lesson

Digital citizenship:
is the ability to use digital technology in an ethical, responsible and secure manner
Digital footprint: It is a record of everything you do online, for example, the websites you visit, as well as what you publish and share with others.

Digital Citizen Specifications (Rights and Responsibilities)	
Rights	**responsibilities**
1. It is your right not to copy or share your digital fingerprint without your consent.	1. You should never hack protected content in order to share it.
2. You have the right to interact and publish in a positive manner with those around you.	2. You should always show a positive behavior in dealing with others.
3. You have the right to share and access information and entertainment while respecting intellectual property rights.	3. You should always evaluate what you see and make sure of its reliable sources.
4. You have the right to use the Internet when you need it, in compliance with the law.	4. Make sure to evaluate your use of the Internet. Is it useful content that helps you? Is it safe or not? .

Evaluation :
- Explain the rights and responsibilities necessary to achieve digital citizenship.
- Solve the book's questions on pages (16, 17)

Lesson (3) positive Effects of ICT

Strategy

Critical thinking
Think, Pair, Share

Date :

Class :

Period:

Lesson objectives

By the end of the lesson the student will be able to:
- **Explain** how ICT tools can help him socially, intellectually and educationally.
- **Discusse** the efforts made by the Egyptian government to provide secure and reliable digital tools.
- **Discusse** ways to support ICT in the learning process.

" Preface"
How did ICT tools make your life easier?

Accompanying activities

Take the students to the computer room and ask them the introductory question and then ask each student to think about the question and write what he reached and then compare it with the colleague next to him and then share it with the group. Displaying pictures of some digital devices that can be used, as well as the Egyptian Knowledge Bank website and some scientific and social platforms, in order to reach the content of the lesson.

View Lesson

Digital tools provided by the Egyptian government:
- Digital books and activities
- Educational videos and TV channels
.Providing citizens with access to the digital library of the Egyptian Knowledge Bank with instructions for its use.

The importance of digital devices:
- Helps people who have difficulty speaking to communicate with others
- Learn the language at school using pictures
- Provide the necessary contact with teachers and materials for those who cannot leave the house due to health problems or quarantine

One of the most important digital tools
- Video sharing platforms
- Social media platforms such as Facebook

Among the most popular applications:
- whatsapp . messaging
- Skype virtual meeting applications

Evaluation :
- What are the positive effects of information technology tools on the lives of students in Egypt?
- Solve the book's questions, pages (20, 21).

Lesson (4)
Online communication

Strategy
Dialogue and discussion
Cooperative Education

Date :
Class :
Period:

Lesson objectives

By the end of the lesson the student will be able to:
• **Discusse** the use of the Internet to communicate with friends, family, and other citizens.
• **Explain** the difference between synchronous and asynchronous communication.
• **specify** the information and communication technology tools needed to communicate via the Internet.

"Preface"
How do you use the Internet to communicate with family and friends?

Accompanying activities

Take the students to the computer room and divide them into groups and ask them the introductory question and then ask each group to think of the question and write a list of communication methods and tools and I discuss with them what they wrote with clarification of the tools needed for communication and the main axes of the lesson through a presentation.

View Lesson

Synchronous communication	Asynchronous communication
Communication that occurs in real time via instant responses between two people	Communication that does not require an immediate response and transfers information without the need for the two people to be present at the same time
Example	Example
Video chat: It allows you to communicate with more than one person through a computer, and you need a computer equipped with a camera and speakers, and an application or a program for video chats. **instant messaging**: allows you to send messages over the Internet, which can include texts, pictures, or videos, and you need an instant messaging program or application on a mobile phone. **Chat rooms**: These rooms allow you to communicate in groups and usually focus on one topic, for example, on a specific study topic, and you need an Internet browser such as Google Chrome or Internet Explorer.	E-mail: From it you can send and receive messages, and it is a more formal method than instant and text messages, and it requires an Internet browser to access the e-mail website or the mail application on the mobile phone

Evaluation :
• In your opinion, what are the advantages of both synchronous and asynchronous communication?
• Solve the book's questions (page 24, 25)

Lesson (5)
How to use electronic communication

Strategy
Critical thinking
Role play

Date :
Class :
Period:

Lesson objectives

By the end of the lesson the student will be able to:
• **Discusse** the etiquette of using electronic communication.
• **Explain** how to use electronic communication.
• **Use** some digital tools to communicate with others.

"Preface"
How do you show your commitment to proper etiquette when communicating online?

Accompanying activities

Take the students to the computer room and divide them into groups of two students and ask them the introductory question and then ask each group to think about the question and make an imaginary video conversation by role-playing, observing the etiquette that must be adhered to during electronic communication and discuss what they did with an explanation of how to use electronic communication and its tools through a presentation.

View Lesson

How to use ICT tools to communicate:
Conducting video chats: a link is made and sent to the participants in the conversation and by clicking on it, it asks for permission to enter the conversation by the one who created the link and the conversation. People in this conversation can turn the sound on or off by themselves and may control the person responsible for the conversation as well as activate or stop the camera work. You must always pay attention To appear in a decent appearance and behave well and make sure that there is nothing contrary to the background.
Chat rooms: through which you can write comments and receive responses, which everyone who has the right to enter the chat sees, and remember to always be polite, helpful and positive
Instant Messaging: It is a fun and informal way to communicate, where you can choose the person's name, write a short message and send it with emoticons or pictures
E-mail: It is common to use it in official correspondence and to send mail, you write the name of the sender in the (TO) field, write the message title in (subject), write the contents of the message with correct grammatical rules, and then press send. Remember to be clear and polite and use salutations and closings.

Evaluation:
• What are the most important etiquettes that must be adhered to during video chats?
• Solve the book's questions on page (28, 29)

4th grade Lesson preparation book second semester
Prepared and designed by: Mahmoud Yassin El Shafei

Lesson (6)
Online learning environments and resources

Strategy
Critical thinking
Dialogue and discussion

Date :
Class :
Period:

Lesson objectives

By the end of the lesson the student will be able to:
• **Explain** the purpose of online learning environments.
• **Discusse** online learning resources.
• **Deal** with questions related to other study topics.

" Preface"
How did online learning tools help you learn about a specific topic? Provide examples.

Accompanying activities

Take the students to the computer room and divide them into groups and then ask them the introductory question and then ask each group to think of a topic that you want to research and write the questions they want to know about this topic while discussing the learning resources that may help to conduct this research in order to reach the themes of the lesson.

View Lesson

online learning environments
Learning environments like Edmodo allow teachers and students to communicate, create virtual classes, and upload quizzes and homework.

online learning sources:
• **The Egyptian Knowledge Bank**: a digital library containing many educational materials
• **vlaby**: a virtual laboratory platform for conducting laboratory experiments
• **National Geographic Kids**: a platform for children to access information in various scientific fields
• **interactive mapmaker**: an interactive feature provided by National Geographic that provides mapping tools over the Internet. It is considered one of the safe and reliable sites for research and data collection.

Evaluation :
• What is the purpose of online learning environments?
• Solve the book's questions (pages 32 and 33)

Lesson (7)
Digital Research plan

Strategy
Dialogue and discussion
Critical thinking

Date :
Class :
Period:

Lesson objectives

By the end of the lesson the student will be able to:
• **Discusse** reliable and unreliable sources on the Internet.
• **Explain** how to plan and conduct digital research.
• **Discusse** how to collect and present information using online resources.

"Preface"
Think about the sources you will use in your research. Would you avoid a particular source?

Accompanying activities

Take the students to the computer room and ask them the introductory question and ask each group to write a list of their previous experience with reliable and unreliable sources and discuss them in their answers and clarify the reliable and unreliable sources needed in them in order to reach the main elements in the lesson from writing the scheme and research method.

View Lesson

Stages of planning for digital research:
• **Choose** the research topic and specify what you want to know about it and the additional points you want to learn.
• **Choose** the types of electronic resources that you will use.
• **Evaluate** the types of sources you used (reliable or unreliable)

Elements of writing a research outline:
The scheme must include the following parts:
• An introduction that presents the topic of the report.
• Supporting paragraphs that provide information.
• Conclusion or final thoughts on what you have presented.

Reliable sources	Unreliable sources
They are articles or information written by experts and verified for their authenticity, presented in a professional manner, and written carefully like the Knowledge Bank website	It may be full of personal opinions, mistakes and even lies like social networking sites

Evaluation :
• Provide an example of a reliable digital source and explain why
• Solve the book's questions (page 36, 37)

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Lesson (8)
synchronous and asynchronous communication

Strategy
Critical thinking
Cooperative Education

Date :
Class :
Period:

Lesson objectives

By the end of the lesson the student will be able to:
• **Discusse** with teachers and colleagues the use of synchronous and asynchronous communication.
• **Communicate** with others using digital tools.
• **Discusse** how to announce the results using digital tools.

"Prefeace"
How can you present your research information using digital tools?

Accompanying activities

Take the students to the computer room and ask them the introductory question and ask each student to clarify the digital tools through which he will present his research to his colleagues and the teacher and choose the most appropriate ways to communicate synchronously or asynchronously to reach the elements of the lesson and discuss them with them.

View Lesson

Synchronous communication: It is suitable in the following cases:
• Between friends and close family members.
• When the need is urgent or in need of speed.
• When information revolves around issues from daily life.
• When the answer does not require a lot of thinking and preparation.

Asynchronous Communication: It is suitable in the following cases:
• Between people who do not know each other well.
• When the information is important, but we change urgent.
• When information revolves around sensitive or complex topics.
• When the answer needs to be thought and prepared

Evaluation :
• Give an example of a situation where you would prefer to use synchronous or asynchronous communication
• Solve the book's questions on pages (40, 41)